

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**Faculdade de Letras - FALE**  
**Programa de Pós-graduação em Estudos Linguísticos - POSLIN**  
**Curso de Especialização em Ensino de Inglês - CEI**

Bruna Aricia Maciel Leite

**Take a Stand: Teaching Critical English**  
**Unidades Didáticas para o Ensino de Inglês**

Belo Horizonte

2023

Bruna Aricia Maciel Leite

**Take a Stand: Teaching Critical English**  
**Unidades Didáticas para o Ensino de Inglês**

Monografia de especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial à obtenção do título de Especialista em Língua Inglesa.

Orientador: Prof. Leonardo Pereira Nunes

Belo Horizonte

2023



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

## ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

**Nome da aluna: BrunaArícia Maciel Leite - Matrícula 2021659156.**

Às 15:20 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado "Take a Stand: Teaching Critical English - Unidades Didáticas para o Ensino de Inglês", requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a candidata para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa da candidata. Logo após, a Comissão se reuniu sem a presença da candidata e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

A Profa. Luciana de Oliveira Silva, indicou a (X) aprovação ( ) reprovação da candidata.

O Prof. Ronaldo Correa Gomes Júnior, indicou a (X) aprovação ( ) reprovação da candidata.

Pelas indicações, a candidata foi considerada aprovada (X) reprovada ( ).

Nota: 100

O resultado final foi comunicado publicamente a candidata pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 16 de janeiro de 2023.

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O trabalho atende aos requisitos do curso.

*Ronaldo Gomes Jr.*

*Luciana de Oliveira Silva*

## Acknowledgments

This Final Paper was only possible because of my family, my boyfriend, my friends who stood by my side throughout this whole process, and the amazing people from CEI. I am very thankful for every piece of advice, lesson, laugh, word of encouragement, Sunday barbecue, and even the times when they told me off.

A special thanks to my parents, Maisa and Silvio, who raised me the best way they could even though they were too young to take this responsibility. You did this gracefully. I am very thankful for all you have done for me in these 28 years. You are amazing. I am very proud of being your daughter.

I could not thank enough the love of my life, Vinícius, who supported me completely and keeps pushing me forward. I admire you and how natural it was to fall in love with you. You are one of the most careful, attentive, and dedicated people I know and if I have finished this, it is because you inspire me for the better. Thank you for believing in me.

My dearest friends, who read and gave feedback for this project, Stéfani, and Bia. I could study with you for another 6 years at every step of our academic life. And also Karina and Isabela, who continue to back me up in all those years of friendship. May our lives never part ways.

Last, but not least, I would like to thank everyone from CEI, from Gilmar, who helps us from day one with kindness. Also, my professors Valdeni Reis, Ricardo de Souza, Luciana Silva, and Marisa Carneiro who shared their knowledge and taught me so much more than just their subjects.

I would like to thank everybody who encouraged me along the process of creating, designing, and writing this Final Paper. This is the result of years of references, beliefs, and incentives from everyone around me. I am very grateful for everything you have done and keep doing for me. I hope this Paper makes you proud.

## **Take a Stand: Teaching Critical English**

### Unidades Didáticas para o Ensino de Inglês

#### **Resumo**

Por sua importância comercial e acadêmica, o ensino da língua inglesa eficaz tornou-se um diferencial para as escolas regulares. Os estudos sobre a aprendizagem e o ensino de línguas estrangeiras, buscam apresentar um método ou abordagem que garantam aos alunos uma aprendizagem sólida e eficiente. Contudo, não existe uma só fórmula que certifica uma aprendizagem eficaz de inglês. Faz-se necessário, uma coletânea destes métodos, abordagens e motivações que endossam a aprendizagem de uma língua. Este trabalho busca apresentar tais métodos e abordagens através da criação de duas unidades didáticas para o ensino de inglês. Para isso, utilizou-se da abordagem comunicativa, que visa ensinar a língua através de atividades de comunicação entre os alunos. Além de apresentar os tópicos gramaticais de maneira indutiva, ou seja, propostas de atividades que visam a percepção dos padrões da língua e não a simples exposição das regras gramaticais para que sejam decoradas. Paralelamente, optou-se por trabalhar as habilidades de pensamento crítico e reflexivo através das Rotinas de Pensamento desenvolvidas pelo Project Zero da Universidade de Harvard, e utilizando-se de tópicos relevantes para a faixa etária do público-alvo deste material.

**Palavras-chave:** ensino de língua inglesa, abordagem comunicativa, gramática indutiva, pensamento crítico

## **Abstract**

Because of its commercial and academic importance, effective English language teaching has become a differential for regular schools today. Studies on learning and teaching foreign languages seek to present a method or approach that guarantees students solid and efficient learning. However, there is not a single formula that certifies effective learning of English. It is necessary to adopt a collection of these methods, approaches, and motivations that endorse the learning of a language. This work seeks to present such methods and approaches through the creation of two textbook units for the teaching of English. For this, it adopted a communicative approach, which aims to teach language through communication activities among students. In addition to presenting grammatical topics in an inductive approach. That is, activities aimed at the perception of language patterns and not the simple exposure of grammatical rules for them to be memorized. At the same time, it was chosen to work on critical and reflective thinking skills through the Thinking Routines developed by Project Zero at Harvard University, and using relevant topics to the age group of the target audience of this material.

**Key-words:** English Teaching, Communicative Approach, Inductive Grammar, Critical Thinking

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## 1. Introduction

English was always a subject that challenged me. At first, for the worst and that is a story that I like to tell my students: when I was younger I did not like to study English. I used to think it was too complicated and did not pay much attention to it on first contact. It was not until I nearly failed the subject that I started to pay attention, study, in regular and private schools, and appreciate the activities and the language itself. That was a pivotal moment on my English learning journey, that was when I left the position of being indifferent towards school, in general, and assumed a new, more engaged position, and even started to get better grades. I like to tell them that because I see in many of my students the uninterested look I had for years in elementary.

By that point my relationship with English changed, being an important criterion to choose my profession years after. I did not know much about what I wanted to be, but I knew I wanted to work with the English Language. A third year at University, in an Education Studies Introduction lecture, I remember finding the discussion so enriching and inspiring that I thought “That is what I want to do”. I wanted to be able to make a change in a few lives through this powerful tool which is education.

Therefore, this post-graduation is the maintenance of a dream that is allowing me to become a more qualified teacher for my students. A teacher that understands the cognitive process and the psychological and social meaning of learning a new language. It is crucial to remember everything that got me to this place and all places I can go in this profession.

With that said, the creation of this Unit tries to encompass all that was learned throughout the course and also what I believe in education. The topics chosen for these two Units are very special to me and I wish the material touches and empowers teenagers learning English as well as teachers who want to bring meaningful and sensitive topics to their classrooms.

As briefly mentioned previously, this book is aimed at teenagers from 13-16 years old. Both units expect that the students have upper-intermediate English Level and it seeks to develop an understanding of personal issues, such as body image, self-care, empathy, racial justice, and empowerment. To do so, the Units are divided into four



sections: Think&Discuss (a Thinking Routine that introduces the student to the topic), Read&Decipher (a literary production that makes the student get in contact with the topic), Dig Deeper (an article that further explains the topic) and Language&Use (the grammatical part of the unit).

The First Unit presents the theme of Body Positivity x Body Neutrality, two recent movements that promote self-love. As for grammar, the topic chosen was Zero Conditional, a recurrent structure used in one of the materials used in the book. By the end of the unit, students should be able to express their opinions on which movement may be more helpful to them.

The Second Unit seeks to present a new aesthetic called Afrofuturism and how this movement is changing the way we see Black Stories and Black History. For grammar, students are expected to learn to differentiate “ing” verbs from Gerunds and Participles. By the end of the Unit, students are invited to think about other parts of our World History that could also take advantage of a different perspective seen in History books, that intends to empower the subjugated people in History.

In both Units, it is essential to highlight the need for Critical Thinking and help students develop that. The texts and topics chosen were an attempt to talk about and discuss subjects such as self-esteem, self-harm, and the need to change perspectives to empower oppressed groups in society.

BRUNA ARICIA LEITE

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# TAKE A STAND!

TEACHING CRITICAL ENGLISH



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## UNIT 1 - IS IT POSITIVE?

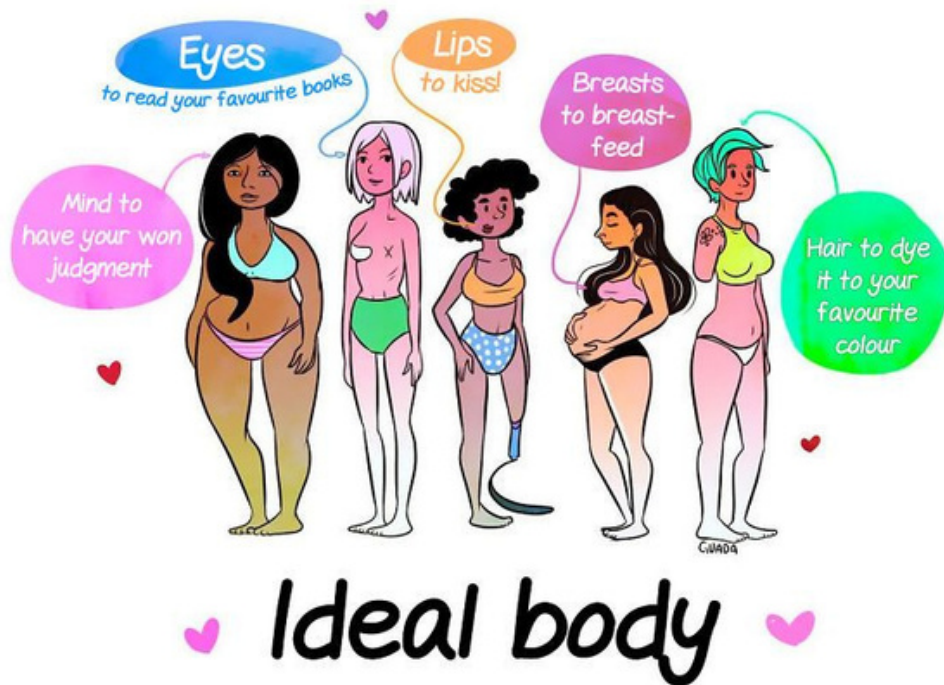
THINK & DISCUSS .....	Page 11
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## UNIT 2 - WHAT'S THE FUTURE?

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LANGUAGE AND USE (Gerund x Participle) .....	Pages 33- 37

Picture 1 - Ideal Body

Think & Discuss



Source: India Times (2018)

1. In pairs, discuss the following questions about the picture:

### VALUES

What values is the image inviting us to think about?

### IDENTITIES

Who is this work trying to speak to?

### ACTIONS

What actions can this encourage?

## anthem for my belly after eating too much

12

BY KARA JACKSON

i look in the mirror, and all the chips i've eaten  
this month have accumulated  
like schoolwork at the bottom of my tummy,  
my belly—a country i'm trying to love.  
my mouth is a lover devoted to you, my belly, my belly  
the birds will string a song together  
with wind for you and your army  
of solids, militia of grease.  
americans love excess, but we also love jeans,  
and refuse to make excess comfortable in them.  
i step into a fashionable prison,  
my middle managed and fastened into  
suffering. my gracious gut,  
dutiful dome, i will wear a house for you  
that you can live in, promise walls  
that embrace your growing flesh,  
and watch you reach toward everything possible.

Source: Poetry (March 2021)

## 2. True or False:

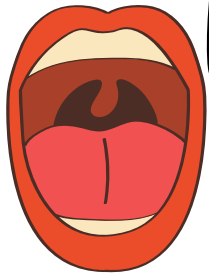
- I. The poem is about a body part the author feels insecure about. ( )
- II. "My mouth is a lover devoted to you, my belly, my belly" means that the mouth eats to serve the belly. ( )
- III. When she mentions schoolwork accumulated, the author is being negative towards her body. ( )
- IV. The author decides to wear jeans as a uniform. ( )
- V. The author compares her belly to a house. ( )

3. "Anthem" is an uplifting song identified with a particular group, country, or cause. Why is this poem called an "anthem" by the author?

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I love you,  
belly!

## Metaphor

a literary device that describes something in a way that is not literally true.

For example:

"my mouth is a lover devoted to you, my belly, my belly..."

Source: Grammarly

4. Read the metaphor taken from the poem and create a visual representation for it.

"(...) I will wear a house for you  
that you can live in, promise walls  
that embrace your growing flesh,  
and watch you reach toward everything possible."

5. Share your drawing with your classmates and discuss what you think this metaphor means.

noun [U]

US  / bɑːdiːpɑːzɪtɪvəˈtɪz/ UK / bɒdiːpɒzɪtɪvəˈtɪz/**the fact of feeling good about your body and the way it looks:**• *Body positivity is rooted in loving your body and gaining self-confidence.*

Source: Cambridge Dictionary

6. Read the dictionary entry for “Body-Positivity” and discuss with a partner: Do you consider this poem body positive? Why?

Body Positivity is a Movement that tries to promote self-love and respect for other types of body shapes, sizes, and colors, but there is still a lot of controversy around the movement. Watch the “Larry Chats” in which he discusses the movement and complete the exercises.

## Vocabulary

7. Match the words from the video with its meaning:

- |                |  |
|----------------|--|
| 1. Premise     | ( ) something not accepted;                                      |
| 2. Struggle    | ( ) to stay in the same place or condition;                      |
| 3. Rejected    | ( ) negative feelings of a group in reaction to a change;        |
| 4. Uphold      | ( ) an idea or theory on which a statement or action is based;   |
| 5. Backlash    | ( ) to defend or keep a principle;                               |
| 6. Remain      | ( ) satisfaction with oneself that keeps you from trying harder; |
| 7. Complacency | ( ) to experience difficulty and make effort to do something;    |

8. What is the **main idea** of the video?

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- ( ) What is Body-Positivity?
- ( ) How to be Body-Positive?
- ( ) How often can loving yourself go too far?
- ( ) Is Body-Positivity actually positive?

9. The video presents the **meme** below comparing “How it started” and “how it’s going”. What is the relation between this meme and the body positivity movement?

How it started

how it's going <sup>ⓘ</sup>



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10. As seen in the video, people can have different views and opinions about a certain topic. Take a look at some phrases you can use to agree, partially agree and disagree with a statement.

Agree	Partially Agree	Disagree
I agree.	I agree with this in parts.	I disagree.
I think so too.	I can see that, but...	I don't think that way.
Absolutely.	I'm not sure about it.	Absolutely not.
That is so true.	That's not 100% true.	That is not true at all.

Read Larry's statements taken from the video and discuss with a partner if you agree, partially agree, or disagree with a statement.

- "The premise of what it means to be Body-Positive has changed entirely"
- "Media can, sometimes, influence our value of ourselves and a lot of times decrease the value that we believe we have..."
- "If you don't love yourself what is the incentive to be better?"
- "Losing weight doesn't put (Lizzo) in the norm of body-positivity movement if she would lose too much."
- "If you don't want to change that, that is not a problem."

- 11. Larry also presents the "Body Neutrality" movement. Write a dictionary entry for "Body-Neutrality" with what you understand from it. Use the picture below to help you as well.


Picture 2 - Body Positivity vs. Body Neutrality



Source: Very Well Mind (2022)

## Body Neutrality

Noun

 bo.di nu.træ.li.ti



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+ Examples:

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12. Read the article "Body Positivity vs. Body Neutrality" from Kristen Fuller, MD. Check if your dictionary entrance in exercise 11 is correct and learn more about these two movements.

### **Body Positivity vs. Body Neutrality**

What Each One Is and How a Dual Approach May Be Best

By Kristen Fuller, MD

When you aren't accepting of your body, it can lead to more negative emotions and could even contribute to the development of an eating disorder. Two approaches for being more accepting of your body—imperfections and all—are body positivity and body neutrality.

Here we explore what these approaches mean, as well as how they came about (the body positivity and body neutrality movements). While each has its own value, adopting both practices can help lead to greater acceptance of your body and what it can do.

#### **What Is Body Positivity?**

Body positivity refers to having a positive view of your physical body, regardless of its shape, size, or other appearance-related attributes. It involves loving your body for what it is, even if it isn't "perfect" according to society's standards.

An example of body positivity is to look in the mirror and say out loud all of the things you like about your physique. You might say, "I love the way my arms look in this shirt," or, "While my tummy isn't flat, it is still beautiful."

#### **What Is Body Neutrality?**

Body neutrality is different from body positivity in that it doesn't involve always loving your body but is more about being accepting of it. Also, instead of concentrating on your physical appearance, with body neutrality, the focus is more on the body's abilities and non-physical characteristics.

An example of body neutrality is saying to yourself, "My body is great in that it enables me to engage in activities I enjoy," or, "My body is amazing in that it gave me two wonderful children." Body neutrality is about appreciating what your body can do as opposed to concentrating on how it looks.

## Benefits of a Dual Approach

Although body neutrality was designed to help overcome the challenges of the body positivity movement, there are benefits of developing a view of your body that encompasses both approaches.

These benefits include:

- Body positivity can help boost mood while reducing negative thoughts. It also enables us to be happy with our bodies regardless of what society says about them or in spite of negative messages we might have received during childhood.
- Body neutrality is a good approach for when being positive doesn't feel genuine or is too big of a step to take. It removes the pressure of loving your body when you might not, only asking that you accept it as it is and appreciate it for what it can do for you.

We are ever-changing human beings, which means that some days we will love our bodies while on other days, self-love may feel like a bit too much to ask. By incorporating both body positivity and body neutrality into our lives, we are able to select the approach most in line with our thinking on any given day.

Source: Very Well Mind (2022)

13. Classify the following actions into "Body Positive" (BP) or "Body Neutral" (BN).

- If you comment "YOU'RE GORGEOUS!" on a friend's picture on Instagram. ( )
- If you choose an outfit that feels comfortable and good-looking, but mostly comfortable. ( )
- If you practice dance because you love it and makes you feel good. ( )
- If you lift up your self-esteem whenever you feel down. ( )
- If you eat what you like, but it is also good for your body. ( )
- If you wear a dress that accentuates and values your curves. ( )

14. Observe the following sentences taken from "Larry Chats" and answer the questions.

- "If you don't love yourself, what is the incentive to be better?"
- "I don't believe it is beneficial to bully people if they are different from you."
- "If you don't want to change that, that is not a problem."

a. What condition do these sentences present?

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**If**

**If is a conjunction to present some type of condition.**

Source: Collins Dictionary

b. What happens if these conditions are accepted? Or what are the consequences of these conditions?

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c. Which verb tense is there in the IF sentence?  
And which verb tense is in the CONSEQUENCE sentence?

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d. What is the context of use of the verb tense(s) mentioned in exercise c.?

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15. Complete the box about Conditional Zero.

### • Conditional Zero •

The Conditional Zero is used to talk about factual conditions. This conditional is often related to scientific facts, which means that the condition and consequence are 100% true! Since it talks about facts, it is formed by an If sentence in the \_\_\_\_\_ tense and a consequence sentence in the \_\_\_\_\_ tense as well.

E.G. "If you love yourself, you respect your body and limits."  
"It is not a problem if you don't want to change your body."  
"If you are body neutral, you value what your body does."

16. Match the Condition with the correct consequence or vice-versa:

- |   |   |
|---|---|
| 1. If you are body-positive,            | ( ) if your body isn't perfect.   |
| 2. If you are body-neutral,             | ( ) you love yourself no matter your body shape or size.                |
| 3. You are still beautiful              | ( ) it is ok for me to change in a healthy way.                         |
| 4. People benefit from both movements   | ( ) if they know more about them.                                       |
| 5. If you hate your body,               | ( ) this creates a negative feeling.                                    |
| 6. If I don't feel good about my body   | ( ) if you understand what makes you uncomfortable.                     |
| 7. You choose the best movement for you | ( ) you are accepting of your body and appreciate what it does for you. |

17. Think about actions you take in your routine that are body-positive or body-neutral, what consequences do these actions bring if you complete them? Use Conditional Zero to help you create the sentences.

E.g. "If I do my skin-care routine at night, I feel relaxed."

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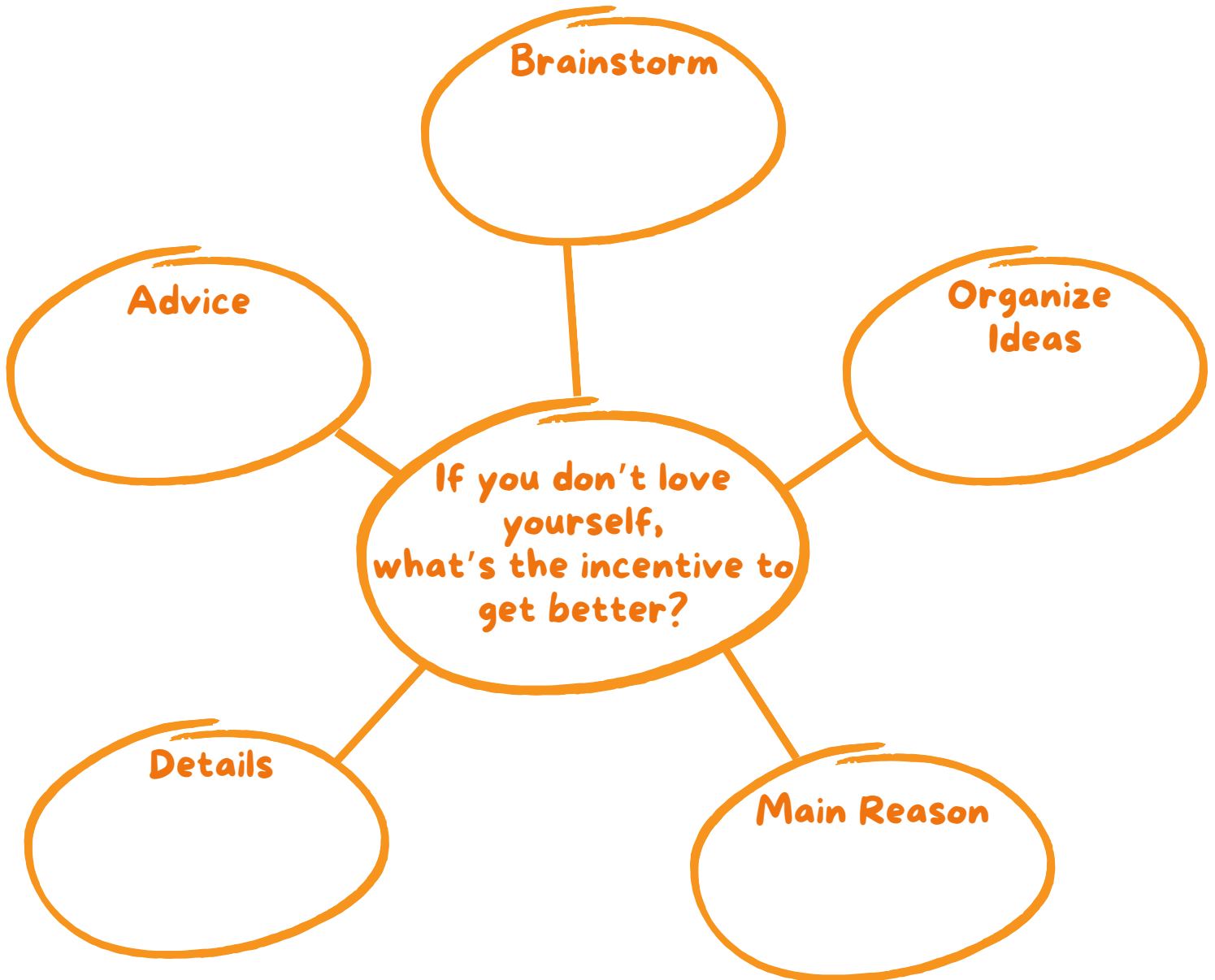
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18. Complete the Graphic Organizer below trying to answer Larry's question "If you don't love yourself, what's the incentive to get better?". Later, use this as a guide for the next exercise.



19. Record your answer trying to help people who don't accept their bodies, shapes, or sizes. Use the QR code to access Flipgrid and upload your answer.





Think &  
Discuss

Picture 3 - All Possible Future



Source: Alan Saint Clark at Google Arts and Culture (2020)

1. In pairs, discuss the following questions about the picture:

**SEE**

What images do you see in this picture?

**THINK**

What does this picture make you think about?

**WONDER**

What questions can you make about the picture?

Picture 4 - First Contact Blues



### First Contact Blues

Sheree Renée Thomas

She whispered the first blues in a young slave's ear back in a Tennessee cotton field, offering the blue note like a blessing. The child's tongue had struggled for the notes, his face streaked with sweat. There, among the wild oaks and pecans, the n'goni and the kora were no longer even myth. They had to bend the flat fifth from catgut, made the body from pine. She'd shown the child where to tap the wood and how to make it whine like the great wolf's river. A flagrant violation of her mission, the choice was the only natural one she could see.

She was sent to observe the creators, not to collaborate, instruct, or direct. But she couldn't resist because she remembered hearing that rhythm in Mali, the power it held and the hope it contained. So much had been taken from these people, flung across the waters in waves of sound that would bring even her elders to tears. Language and lore, their song and their spice, even their own mother's memory. She had wanted to give them a gift, a song of themselves, for themselves. A new music, perhaps the Great Going music, to serve as their sword and shield. A music she hoped would free not just them but her as well.

A song to rend the world apart and sing it back again.



Source: *Nine Bar Blues* at New York Live Arts (2020)

2. Read the story *First Contact Blues* from Sheree Renée Thomas and choose the best option:

- The story is set in:
  - a) the wild
  - b) a cotton field
  - c) the river
  - d) Mali
  
- In the first paragraph, the main character is:
  - a) talking about her history
  - b) singing blues music
  - c) showing planting techniques
  - d) making instruments with catgut and wood

- In this story, "blues" is:
  - a) the musical genre
  - b) a metaphor for sadness
  - c) the color of the young slave's eye
  - d) a metaphor for the water in waves

● N'goni and Kora are two musical instruments seen in pictures 1 and 2. Where are these instruments probably from?

- Europe
- Central America
- Asia
- Africa



Picture 5 - N'goni  
Source: Panoramali Blog (2018)

Picture 6 - Kora  
Source: Britannica (2018)



3. Use three keywords to summarize this story:

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## Allusion

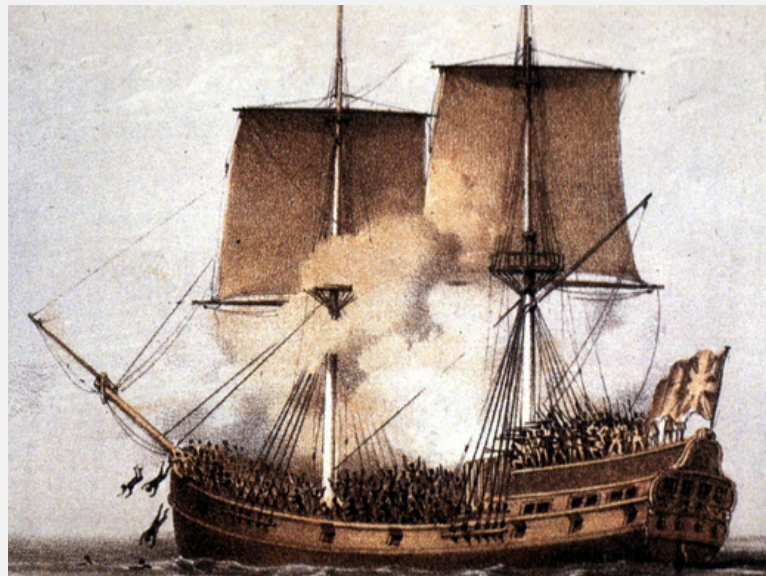
a literary device is an implied or indirect reference to a person, event, or place.

**For example:**  
“... back in Tennessee cotton field”

Source: Grammarly

4. The following excerpt from "The First Contact Blues" is an allusion to a very hurtful event in the United States (and other countries') History represented in the picture below. Read and write what is this event and what you know about it.

Picture 7 - Insurrection Aboard Slave Ship



Source: Slavery Images

"So much had been taken from these people, flung across the waters in waves of sounds that would bring even her elders to tears."

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Source: Underneath Movie (2022)

6. Watch the Afrofuturist movie trailer for Underneath: Children of the Sun and check (✓) the correct information about the movie.

- ( ) The plot presents an allusion to a historical event.
- ( ) The setting of the movie is a fictional State in the United States (Missouri).
- ( ) According to the movie, the spaceship is something known by people in 1857.
- ( ) Characters in the movie look like they come from different eras.
- ( ) An Afrofuturistic element of the movie is the use of "lightsabers" and "spaceships" in 1857

7. Write a comment for the Movie Trailer, sharing your thoughts about it. Later, post your comment on Youtube!



GlareBox 2 months ago (edited)

This looks exciting. Hope there's a theatrical release. Best of luck.

👍 1    🗨️    ❤️    Reply



You seconds ago

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👍 3    🗨️    ❤️    Reply

## resistance

noun

US  /rɪˈzɪs.təns/ UK  /rɪˈzɪs.təns/

C2 [U]

the act of fighting against something that is attacking you, or refusing to accept something:

Source: Cambridge Dictionary

5. Read the dictionary entry for "Resistance" and discuss:

● Can the "First Contact Blues" be a story of resistance? Why?

● What stories of resistance do you know?

**African Diaspora** refers to the worldwide dispersal of African people and their descendants as a consequence of slavery and other migrations out of Africa. \*

**Afrofuturism** is a resistance movement of art, philosophy, and activism across the **African diaspora**. It asks questions like, what if the souls lost in the Trans-Atlantic Passage survived and developed into a thriving underwater metropolis?

It is common for Afrofuturistic productions to be Sci-fi since it allowed for artistic liberation, but it was also a critical space to explore structures of oppression in the real world. Afrofuturism is a commitment to reclaiming stories that have been erased, using tech and sci-fi to restore a fractured past and imagine a different future.

Adapted from Google Arts and Culture

\*Source: Singleton, T., &amp; Souza, M. A. T. D. (2009)

8. You read the work from Sheree Renée Thomas in the "Read & Decipher" unit. Let's get to know the author and the movement a bit more.

### **Meet the Afrofuturism Curatorial Council: Sheree Renée Thomas**

Afrofuturist –Carnegie Hall’s citywide Afrofuturism festival– explores an ever-expansive aesthetic and practice where music, visual arts, science fiction, and technology intersect to imagine alternate realities and a liberated future viewed through the lens of Black cultures.

Sheree Renée Thomas is one of the five leading Afrofuturism experts brought together to share their passion and knowledge in creating this visionary festival. Hear her lead a conversation about Afrofuturist themes in poetry, speculative fiction, and hip hop on the Afrofuturism podcast.

Thomas is an award-winning writer, poet, editor of *The Magazine of Fantasy & Science Fiction*, and associate editor of the historic literary journal *Obsidian*. She is a contributor to *Black Panther: Tales of Wakanda* and a collaborator with Janelle Monáe on *The Memory Librarian*. Her books include *Nine Bar Blues*, *Trouble the Waters*, *Sleeping Under the Tree of Life*, *Shotgun Lullabies*, and the groundbreaking Afrofuturism anthologies *Dark Matter* and *Africa Risen*.

Learn more about Thomas and her thoughts on the ever-expansive aesthetic and practice of Afrofuturism in the following Q&A.

### **What does Afrofuturism mean to you?**

Afrofuturism is a creative lens that we’re using all around the world to explore storytelling in new ways, to talk about where we want to be as a community on the earth through music, literature, visual art, architecture, and scholarship. And it’s a way of seeing Black people thriving and surviving in a future context, and being the masters of technology rather than being the tools.

### **What’s the place of music in Afrofuturism and who are the key artists?**

Music is our first language as humans. We sing to each other, we create hunting songs, we create songs where we want to win and be victorious. And music is the way that we communicate our values, and our dreams, and our aspirations, and our fears. Music in Afrofuturism is a powerful wave of all that storytelling for us. We’ve always communicated our dreams and hopes through music and sound, and it's changed the world.

Black music has literally changed the world.

The very first person I think of for Afrofuturist music of course is Sun Ra because he was a man from the South— from the Jim Crow South— who actively remade himself into this wonderful Astro being who traveled from the stars, an ambassador to bring us the joy of music and to ask us to be better humans to each other. He drew upon the ancient cultures of Egypt and other parts of Africa with his wonderful band to bring a lot of joy into the world. And the orchestra is still creating a lot of that joy in its music and reminding us that we are made of the same things as the stars. We are all connected in that, and that's a wonderful message to have out there as we travel on this planet together. Shifting gears, of course there's George Clinton and Parliament and Funkadelic, Erykah Badu, staHHr, and Janelle Monáe, who took all of the pageantry, all of the different personas, the humor, the wit, the eroticism, the sensuality, and just the irreverence of the culture and put it into music.

Source: Carnegie Hall (2020)

## Vocabulary

9. Find the correct synonym for the words below:

- |                   |                      |
|-------------------|----------------------|
| a) aesthetic      | ( ) to revolutionize |
| b) groundbreaking | ( ) spectacle        |
| c) thrive         | ( ) style            |
| d) aspiration     | ( ) revolutionary    |
| e) joy            | ( ) fun              |
| f) to shift gears | ( ) succeed          |
| g) pageantry      | ( ) passion          |
| h) wit            | ( ) happiness        |



10. In the text, Afrofuturism refers to the resistance movement seen earlier in this Unit, but also to:

- a) a podcast
- b) a new museum
- c) a festival
- d) an Afrofuturistic poetry book

11. The text from "Read&Decipher" was written by Sheree Renée Thomas as well. Compare "The First Contact Blues" with Thomas' definition of Afrofuturism. Is this text Afroturistic? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. "Jim Crow" is the name of a series of laws that operated in the United States between 1877 and the mid-1960s. They were responsible for segregating Black people from White in the country's southern states. When Thomas says that Sun Ra "was a man from the South -from the Jim Crow South", it means that:

Picture 9 - Drinking Fountain Sign



Source: Ferris (2000)

- a) Sun Ra fought against these segregation laws
- b) Sun Ra was born in the South at a time these laws were operating
- c) Sun Ra was supporting these laws in his songs and concerts
- d) Sun Ra was performing only for people under these laws

13. Read again the following excerpts from Thomas' interview and answer the questions:

- "Sheree Renée Thomas is one of the five leading Afrofuturism experts..."
- "Thomas is an award-winning writer, poet, and editor of *The Magazine of Fantasy & Science Fiction*..."
- "... and the groundbreaking Afrofuturism anthologies *Dark Matter* and *Africa Risen*.
- "...we're using (Afrofuturism) all around the world to explore **storytelling** in new ways..."

a. You have previously learned the Present and Past Continuous Forms. Write and remember the structure of a Continuous Tense structure and its context of use.

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b. Although there are other excerpts in the box above, there is only one sentence that matches the Continuous form. Why is that?

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c. Choose the best option for the words "leading", "award-winning" and "groundbreaking" from the excerpts:

- I. These are mostly working as verbs but in new verb tense.
- II. These are verbs working as adjectives.
- III. These are not describing actions like verbs do.
- IV. These are actions in the Past Continuous Form.
- V. These are giving characteristics to something or someone.

- a) I and II are correct.
- b) II, III, and V are correct.
- c) I, III, IV, and V are incorrect.
- d) II and IV are incorrect.

d. Search in the text for another sentence with the same characteristic listed in exercise c.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e. Is the word "storytelling", match the characteristics listed above? If not, what is this verb working as?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. Complete the chart about Participles x Gerunds with your findings.

• Participle X Gerund •

The Participle is a form of the verb which turns a \_\_\_\_\_ into an \_\_\_\_\_ by adding \_\_\_\_\_ in the verb. E.g.: "the game-changing Afrofuturistic aesthetic", "the groundbreaking Afrofuturism anthology..." and \_\_\_\_\_.

While the Gerund is a verb that is acting like a \_\_\_\_\_. So it can be in the position of a Subject or an Object in a sentence.

E.g. "Singing Blues was a resistance act.", "We use Afrofuturism to explore storytelling in a new way" and \_\_\_\_\_.

Source: Grammarly

15. Read the sentences and classify them into Participle (P) and Gerund (G).

- ( ) The leading actor from Underneath, the movie, is giving autographs in the premiere now.
- ( ) We could see the flying spaceship from our rooms.
- ( ) To oppressed people, creating a new narrative is to give them a new perspective for the future.
- ( ) There are empowering elements to Afrofuturistic productions.
- ( ) Rethinking our stories from other perspectives for the future is necessary to empower minorities.
- ( ) Erasing our Ugly History will not make the facts go away. We need to face it, so it will not happen again.

16. Access the Youtube Playlist "Facing our Ugly History" on the QR code below. Choose a moment of History that you think could be retold using technology and sci-fi to imagine a different context in a futuristic way.

a. Which Ugly History episode did you watch? Summarize the sequence of facts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

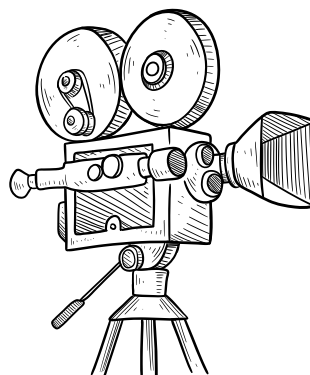


b. Imagine you created a new Futuristic aesthetic that, like Afrofuturism, reimagines this Ugly History. Create a mindmap brainstorming ideas for this new resistance movement.

17. Now complete the Graphic Organizer writing a story that contains an Allusion to the Ugly History researched with Futuristic Elements.


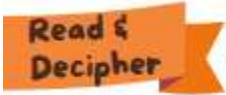


<b>Setting</b>	<b>Characters</b>
<b>Theme</b>	
<b>Problem</b>	<b>Solution</b>

18. Tell your story! Record a video telling which Ugly History your production was based on the plot for your story. Use the QR code to access Flipgrid and show time!



### 3. Teacher's Guide

Get to know the material!

Section	Purpose
	<p>An introduction to the Unit. This first section invites the student to get in contact with the theme by discussing a Comic Strip or a Picture with the support of Thinking Routines.</p>
	<p>Here, the student is invited to think about the theme from a Literary perspective. They will come in contact with Literary Devices that allow a better understanding of the piece.</p>
	<p>In this section, the student gets a better understanding of the theme, being able to dig deeper into the topic to start developing an opinion about it.</p>
	<p>This last section is where the student will learn Grammar Structures seen in the “Dig Deeper” Section. The student will also have the opportunity to use what they have learned by giving out their opinion and taking a stand on the topic discussed throughout the Unit.</p>

Subtitles:

Students - stds

Teacher - T.

Teacher's Expected Action

## 3.1 - Guide Unit 1

# UNIT 1

## IS IT POSITIVE?

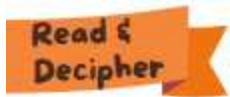


**Note to teacher:** Due to the topic, it is possible that stds feel less comfortable talking about their insecurities openly. It is very important to create an accepting and respectful environment for them to be able to share their stories in an honest way. Male stds also feel less invited to speak up, because society compels men to not talk about such topics. It is crucial to attempt to break this cycle in these lessons. T. should make sure this material allows every voice to be heard.



- Introductory Questions: Ask stds if they are satisfied with their body image. What would they like to change? What is their Ideal Body?
  1. In pairs, stds discuss the image “Ideal Body”
- Walk around the class to get a glimpse of how stds are discussing, and what they are saying and help them if needed.
- Wrap up the section by asking stds to share their answers with WC.





- Collective Reading: Ask some stds to read aloud to the class. Make sure they understand vocabulary.

1. **Answer key:**

- I. True
- II. True
- III. True
- IV. False
- V. True

3. **Answer key:** Personal answer. It is expected that stds are able to interpret that the name “anthem” was used because the poem is an attempt of subverting the negativity towards the insecurity of her body.

- Ask stds to read the meaning of the metaphor and identify another example in the poem.

4. Std's can be literal or not in their representation of the metaphor. Make sure they understand that the excerpt is using the imagery of a house as somewhere comfortable, accepting of the person regardless of its size.

**Note to Teacher:** If you need more information on Metaphors, please access:

- <https://plato.stanford.edu/entries/metaphor/> (Access: 12.12.2022)
- <https://www.youtube.com/watch?v=A0edKgL9EgM> (Access: 12.12.2022)

5. Create a small exhibition in class, allowing stds to share their drawing and meanings of the metaphor.



- Separate the class into pairs. Ask stds to read to each other the meaning of body positivity.

6. It is expected that the stds agree that the poem is body-positive because the poem tries to subvert negativity towards the author's own body.

- Shared Reading: One std to read the small introduction for the video "Larry Chats".

- Ask stds if they know or imagine what this controversy is.

- Call attention to the Vocabulary exercise for them to grasp the meaning of the words.

- Play the video: ([https://www.youtube.com/watch?v=2KNbLpa\\_ieA&t=10s](https://www.youtube.com/watch?v=2KNbLpa_ieA&t=10s)).

- Individual activity: Give stds some time to answer activities 7, 8, and 9 by themselves.

### 7. Answer-key:

- |             |  |
|-------------|--|
| 1. Premise  | (3) something not accepted;                                      |
| 2. Struggle | (6) to stay in the same place or condition;                      |
| 3. Rejected | (5) negative feelings of a group in reaction to a change;        |
| 4. Uphold   | (1) an idea or theory on which a statement or action is based;   |
| 5. Backlash | (4) to defend or keep a principle;                               |
| 6. Remain   | (7) satisfaction with oneself that keeps you from trying harder; |

7. Complacency(2) to experience difficulty and make effort to do something;

8. **Answer key:**

( ) What is Body-Positivity?

( ) How to be Body-Positive?

( ) How often can loving yourself go too far?

(X) Is Body-Positivity actually positive?

9. Answer key:

Larry states that the Body-Positivity movement started as something to make people accept their real bodies, not making what we see in social media or tv a pattern of what we should be. But now, it is simply imposing what real bodies should look like.

In-pairs Correction: Stds should compare and discuss their answers before sharing along with the T.

Collective Reading: Stds should read the table of expressions.

Ask stds what they agree or disagree with Larry Chats on Body-Positivity.

10. T. can choose whether stds will do this in pairs or groups, depending on the class dynamics.

Walk around the class to check their answers and help stds along the way. Join the conversation.

11. Individual assessment: Check the level of understanding of stds.

**Answer-key:**

Body Neutrality is a movement that promotes acceptance of one's body because these body parts allow them to perform activities they like. It is less about the image and more about the functionality of the body.

- + Examples: (Personal answer, stds can write any sentence that represents a body-neutral statement)

12. Collective Reading: Std should read aloud the article. Stop whenever necessary.

**Note to Teacher:** It is recommended for stds to use Reading Strategies such as:

- Check for Understanding; monitor and self-correct
- Back up and reread
- Ask questions throughout the reading process
- Summarize text, include important details

But T. is encouraged to choose any other Reading Strategies judged necessary for the class. Check more Reading Strategies in the CAFE Menu at: <https://www.thedailycafe.com/cafe/interactive-cafe-menu> (Access: 12.12.2022)

13. Individual assessment: Use this activity to check stds understanding of the article.

**Answer key:**

If you comment "YOU'RE GORGEOUS!" on a friend's picture on Instagram. (BP)

If you choose an outfit that feels comfortable and good-looking, but mostly comfortable. (BN)

If you practice dance because you love it and it makes you feel good. (BN)

If you lift up your self-esteem whenever you feel down. (BP)

If you eat what you like, it is also good for your body. (BN)

If you wear a dress that accentuates and values your curves. (BP)



- Ask stds to read the excerpts from the video and the meaning of If.

14.

- Std's are invited to think about the sentences from the video, and how they are being used. Make sure you give stds some hints on where they should get, but avoid telling them explicitly what they should answer.
- Invite stds to make questions about If and Consequence Sentences

**Note to teacher:** If you want to understand more about Conditional Zero, read Chapter 20 of Understanding and Using English Grammar from Betty Schramper Azar at:

[https://hama-univ.edu.sy/newsites/humanities/wp-content/uploads/2019/03/blue\\_book.pdf](https://hama-univ.edu.sy/newsites/humanities/wp-content/uploads/2019/03/blue_book.pdf) (Access: 12.12.2022)

**Answer key:**

a. In the first sentence, the condition is the person not loving herself. In the second, the condition is one person to be different from another, and in the third is a person who doesn't want to change.

b. The first consequence asks what is the incentive to get better, the second consequence is not beneficial to bully people and the third is that it is not a problem.

c. In the If sentence, the verbs are in the Present Simple tense, and in the consequence sentence, Present Simple as well.

d. Present Simple is used when we talk about routine, facts, and opinions.

15. **Answer key:**

Simple Present; Simple Present

16. **Answer Key:**

(3)

(1)

(6)

(4)

(5)

(7)

(2)

17. **Answer key:** (Personal answer; stds should share what they do that can be considered Body-Positive or Body-Neutral)

- Prepare stds for the oral production: Help them organize their ideas and they may create a script before recording their answers.
- Encourage stds to explain both movements and TAKE A STAND showing their opinion on which movement is more interesting for them.
- Present the index book their peers will use to assess their work

18.

- Std's should reflect on Larry's question "If you don't love yourself, what is the incentive to get better?"
- Encourage stds to start in "Brainstorm", followed by "Organize Ideas" and so on.

19. This activity can be given as homework or, if possible, at school (create a studio in class, so stds can record their productions)

- Peer-assessment: Once stds upload their video on Flipgrid, allow them to watch their classmates and comment on their video.
  
- Use the Peer-assessment Sheet on the next page to guide their comments and evaluation.




## Peer Assessment!

From:

\_\_\_\_\_

To:

\_\_\_\_\_

	very well. 	well. 	Not very well. 
My classmate understood both Body-Positive and Body-Neutral Concepts.			
My classmate presented a clear opinion on the movements.			
My classmate gave helpful advice for people who don't accept themselves.			



## 3.2 Guide Unit 2

## UNIT 2

### WHAT'S THE FUTURE?

#### Think & Discuss

- Introductory Questions: Ask stds if there is any art movement they like and what are its characteristics.
- In pairs, stds discuss the questions about the picture “All Possible Future” by Alan Saint Clark (2020).
- Walk around the class and encourage stds to carefully observe the whole picture, taking a good while to do that.
- Stds share their answers and may discuss their questions for “wonder” with the group.

#### Read & Decipher

- Make groups of 4 and read the story “First Contact Blues”

**Note to teacher:** You can group stds according to levels, by mixing them up they can help each other to understand the story. Make sure they are told to use a few Reading Strategies such as:

- Use prior knowledge to predict and connect with the text.
- Check for understanding; monitor and self-correct

- Ask questions throughout the reading process
- Retell; include a sequence of main events

### Answer-key:

- The story is set in:

#### b) in a cotton field

- In the first paragraph, the main character is:

#### b) singing blues music

- In this story, "blues" is:

#### a) the musical genre

- N'goni and Kora are two musical instruments seen in pictures 1 and 2. Where are these instruments probably from?

#### d) Africa

**Note to Teacher:** Stds may get curious about these instruments, allow them to research or separate a part of your class to show the instruments being played at:

- N'goni: [https://www.youtube.com/watch?v=W0O\\_6kmUMws](https://www.youtube.com/watch?v=W0O_6kmUMws) (Access: 12.12.2022)
- Kora: <https://www.youtube.com/watch?v=WjdWVNRVO1I> (Access: 12.12.2022)

These two instruments are indeed very similar, the difference is that kora has a wider range of sounds than the n'goni.

(<https://www.nbccomedyplayground.com/what-is-the-difference-between-a-kora-and-ng-oni/>, Access: 12.12.2022)

- Stds are expected to write but are not limited to: Blues, music, slavery, resistance, etc.
- Call attention to the meaning of “Allusion”

**Note to Teacher:** if you want more information on the meaning of “Allusion”, please access: <https://www.britannica.com/art/allusion> (Access: 15.12.2022)

#### 4. Answer key:

It is expected for the stds to identify the allusion in the text and in the image of Slavery. And expose what they know about Slavery in the United States, but mainly in Brazil.

- Give stds time to reflect on the painting, trying “See Think Wonder” Thinking Routine once again
- Call attention to the name of this painting: “What is “to revolt” on something?”
- Discuss with the whole group how enslaved people are revolting in the picture
- Make sure you walk around to help stds with vocabulary, they might have a lot to write about but don’t have enough lexicon

5. Collective Discussion: Mediate the discussion by asking the questions proposed by the book. Stds are open to giving out their opinions on which “First Contact Blues” is a resistance story or not.

**Note to Teacher:** Although the plot of “First Contact Blues” is not a sequence of resistance actions, it is possible to associate this story with resistance when we acknowledge that Blues is a musical genre that started when enslaved people and their

descendants sang while forcibly working in plantations as a way to resist their condition, as mentioned in the text “a new music (...) to serve as their sword and shield.”

Read more at: <https://www.allaboutjazz.com/a-brief-history-of-the-blues-by-ed-kopp/>

(Access:13.12.2022)



- Individual Reading: Ask students to read about Afrofuturism and questions in activity 6 beforehand.
- Open the trailer of Underneath at:  
<https://www.youtube.com/watch?v=IRnH9OPgpuw> (Access:15.12.2022)

#### 6. Answer key:

- (✓) The plot presents an allusion to a historical event.
- ( ) The setting of the movie is a fictional State in the United States (Missouri).
- ( ) According to the movie, the spaceship is something known by people in 1857.
- (✓) Characters in the movie look like they come from different eras.
- (✓) An Afrofuturist element of the movie is the use of "lightsabers" and "spaceships" in 1857
- Youtube Comment: Students are free to comment with any opinion on the trailer. Stds should share what they wrote on Youtube afterward.

8. Paired-Reading: T. may choose how these pairs are going to be divided. Either by levels or by support.

- Advise stds to read questions 9 to 12 before reading.

- Walk around the class to help them with the text.
- Stds complete exercises 9 to 12.

9. **Answer key:**

- (f) to revolutionize
- (g) spectacle
- (a) style
- (b) revolutionary
- (h) fun
- (c) succeed
- (d) passion
- (e) happiness

10. **Answer key:**

- c) a festival

- Check understanding of the text by asking stds to create one or two questions to Sheree Renée Thomas.

11. **Answer key:**

Students are expected to argue that “First Contact Blues” is not an Afrofuturistic production because it is not set in the future and it does not represent Black people “thriving and surviving” in this context. The story does speak about Black History, but not in an Afrofuturistic way.

12. **Answer key:**

- b) Sun Ra was born in the South at a time the laws were operating.



- It is important to review and remember Parts of Speech (Nouns, Verbs, Adjectives, etc.) before starting the activity. T. may use games such as:
  - Stop
  - Charades
  - Match
  
- Help stds by reading and asking questions in order for them to deduce the answer.

13. **Answer key:**

- a. In the article, there is a Present Continuous structure, which is “Person + To be + Verb-**ing**”. We use Present Continuous for actions happening in the moment of speech or future actions.
- b. The sentence is “...we’re using (Afrofuturism) all around the world...”.
- c. **b) II, III, and V are correct.**
- d. “...we create hunting songs” (Paragraph 6)
- e. No, the word “storytelling” is working as a noun.

**Note to teacher:** If you want to understand more about the difference between Gerunds and Present Participle, please check Chapters 14, 15 of Understanding and Using English Grammar from Betty Schramper Azar at:

[https://hama-univ.edu.sy/newsites/humanities/wp-content/uploads/2019/03/blue\\_book.pdf](https://hama-univ.edu.sy/newsites/humanities/wp-content/uploads/2019/03/blue_book.pdf) (Access: 12.12.2022)

14. **Answer key:**

Verb, adjective, (stds write an example)

Noun, (stds write an example)

15. **Answer key:**

(P)

(P)

(G)

(P)

(G)

(G)

Stds may need a computer to perform the following activities. If it is not possible to have a computer in school, T. may ask for exercise 16a. as Homework.

If done as Homework, advise stds to use comprehension strategies such as:

- Use previous knowledge to connect to the topic.
- Make a timeline with what they understand
- Listen more than one time.

16. a. The activity consists of brief research on what Ted-Ed calls “Ugly History”, that being Historical moments that were not admirable, but happened and there has to be a conversation about it in order to prevent it from happening again.

- Encourage stds to research more whenever they have questions or doubts about History

b. Stds should show an understanding of Afrofuturism and imagine how they can make people who were impacted by this Historical Moment thrive and survive in those stories.

17. Advise stds to think about how the Afrofuturistic movie, *Underneath*, added technology and sci-fi elements in the story to create a solution for the problem. Also, remind them about the literary devices learned in these 2 Units and encourage them to attempt to use them.

- Peer-review: After stds finish their work, allow them to exchange productions, and suggest corrections before recording.

18. This activity can be given as homework or if possible in your school, create a studio in class, so stds can record their productions.

- To wrap up the Unit, create a Watch-Party in class and advise stds to give feedback to their peers after watching it.
- Self-assessment: Use the Self-Assessment Sheet on the next page to check the understanding and point of attention of the class. Once T. receives the Self-Assessment back, hand out extra exercises or definitions if needed.



## Self Assessment!

Name:

---

In this Unit, I...				
...understood Afrofuturistic characteristics.				
... can tell what is an allusion.				
... understood what a Participle is.				
... understood what a gerund is.				
... learned to differentiate Participles from Gerund words.				

#### 4. Rationale

The main idea of this material is to provide means for students to use their voice in class while they learn. One of my goals as a teacher is always to promote communication, expressing what they feel and also, being critical and empathic with everyone around. For that, the project needed to consider the communicative approach which means that “language is learned through communication activities with a clear focus on producing meaning” (TENUTA & CARNEIRO, 2017). This endorsed the need for discussions in both Units. As well as to propose activities that helped students develop Critical Thinking.

These two main topics of discussion for each Unit in this project were chosen because I believe they are both current and meaningful. There have been a lot of people criticizing so-called “toxic positivity” since it can reverberate in kids’ and teens’ lives in a very negative way, making them compare their lives feeling like they should fit a certain pattern. As for Afrofuturism, I think it is about time Black people have a say in how our ancestors’ stories are told. This art aesthetic means a lot more than mixing futuristic elements in a story. It is to give power to people who were oppressed, mistreated, and silenced for centuries. Afrofuturism presents a new perspective for the future of humanity, and it is very necessary to show that there is more to Black Stories than just Slavery.

To get these discussions started, the Thinking Routines developed by Project Zero from Harvard were the perfect way to help students organize their ideas about what they were studying. In Unit 1, “Values, Identities and Actions” was chosen especially because it is very important to think about which actions body issues may cause. Even if students try to hide their insecurities, the idea here is to make them reflect on the consequences not only for themselves for but others as well. While in Unit 2, the routine used was “See, Think, Wonder”. The intention was to exercise observation and what comes to their mind once they pay attention to a picture, a painting, or any work of art. This section was called “Think&Discuss” as an invitation to think and share their thoughts with peers.

The second section was named “Read&Decipher”, presenting literature as a way to get in contact with the theme. But also to learn literary devices that may enrich writing when they get to this exercise. While in this first part, literature is the focus, in the next section, “Dig Deeper” the purpose of reading is learning and getting informed with articles. The idea was to expose students to different types of good authentic texts, which might allow them to find their preferences. The reading sections are an attempt to encourage reading in the context of learning, but also, for their entertainment.

In the teacher’s guide, there are also a few Reading Strategies that help students to get to know the process going on in their brains while reading, as mentioned by Nunan (2015, p. 70) “Strategies are very important, as they are tools that allow the learner to begin to take control of their own learning”. Making them aware of which strategies they can use while reading, can also increase their understanding of the text.

Other than reading, the listening exercises, mostly use top-down cognitive strategies. What is expected is that students are able to make connections between a concept they saw in “Think&Discuss” or “Read&Decipher” with what the video presents. As presented by Nunan (2016):

“In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situation, as well as to each other and prior events “

In Unit 1, the intention was for them to connect the Body-Positive discourse seen in “Read&Decipher” with the controversy of the movement. While in Unit 2, students were asked to understand which historical moment the movie references, and at the same time, they wonder what the purpose and meaning of spaceships are in a plot happening in 1857. In this last part, they will only understand once the concept of Afrofuturism is explained.

Writing skills were developed throughout the project having into consideration the following statement from Olshtain (2014, org. Celce-Murcia):

“Writing, in addition to being a communicative skill of vital importance, is a skill that enables the learner to plan and rethink the communication process. It therefore provides the learner with the opportunity to focus on both linguistic accuracy and organization.” (p.220)

In Unit 1, writing skills were specifically to organize new ideas seen in the Unit, and as a way to internalize grammar structures learned throughout the lesson. While in Unit 2, the genre narrative will be the product. It is expected that students already know how to write narratives in L1, which implies the absence of a greater explanation of what is a narrative. However, writing in L2 is much harder for learners because they often do not feel like they have enough vocabulary to write a complete story. For that reason, it became crucial to scaffold these narratives somehow.

That’s how Graphic Organisers came into play. It is a great way to help students organize a text in a narrative, making them focus on what they are writing rather than the format. The teacher’s work during these productions is to assist the process of writing, encouraging them to research. For that matter, adding technology in the classroom is a useful tool, if there are instructions on how to research or choose words to convey meaning.

In this context, it worked as a way to organize their speech, since the last production in this lesson is to record a video telling the stories they created. Of course, Speaking skills have a big role in both lessons. As mentioned previously, this material takes a communicative approach, which means that this is focused on the interaction between students by speaking, as Leffa (2012) states “speaking is doing”.

In both Units, the article and the video presented in the section “Dig Deeper” were chosen because they presented examples of the grammatical structure to study. In this part, the exercises seek to guide the students to discover grammar and its rules. Therefore, grammar was approached inductively:

However, Thornbury (1999) highlights three main approaches to teaching grammar: teaching grammar based on rules, examples and through texts. (...) Teaching grammar from examples is related to the inductive or rule-discovery approach that starts with some examples from which a rule is inferred. Teaching grammar through texts is based on the principle that language is context-sensitive, that is, the intended meaning of a word or phrase is very difficult to determine without a context. (BENITEZ-CORREA, C., GONZALEZ-TORRES, P., OCHOA-CUEVA, C., & VARGAS-SARITAMA, A. (2019), p. 227)

To wrap up both lessons, it was in the best interesting to create assessments to check what was learned. In both units, the students themselves are assessing their productions. Unit 1 counts with a Peer Assessment, so their classmates give guided feedback considering their understanding of the movements Body-Positive and Body-Neutral, as well as if they were clear when sharing their opinion and if they gave helpful tips for people who may suffer from body issues.

On the other Unit, since the content is much heavier, it was presented as a Self-Assessment so students can be honest with what they have learned or need a better understanding at. It is highly recommended that when students are open with their learning, the teacher encourages them to research and is willing to help them with their development.

The idea with these assessments is to include students in the grading process. That is one of the hardest tasks of teaching. That is because if you think about a traditional test, with questions and answers, the odds are they are going to perform worse if they are not feeling good than if they were in a good state of mind. To add other types of evaluation are very necessary, especially in regular schools, because they can wipe out the idea students have that they study to get grades.

All things considered, this material aspires to allow teachers and students to teach and learn English with purpose, and meaning creatively and critically. Each section was designed to approach one or more language skills and critical thinking, as

well as to discuss sensitive and necessary topics. Allowing students to understand, have a saying, and TAKE A STAND!

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## Annexes

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